

I. COURSE DESCRIPTION:

This course will provide students with an in-depth examination of Aboriginal history, worldview and culture in Canada. In this course, the CICE students, with assistance from a Learning Specialist, will explore pre-contact and colonial history students will gain an understanding of the experiences and impacts on Aboriginal wellness and identity. Students will also discover how wellness is impacted as they explore contemporary issues relating to Aboriginal and government relations, such as policies, rights and responsibilities.

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

Upon successful completion of this course, the student will demonstrate the ability to:

1. Demonstrate a basic understanding of pre-contact Aboriginal life, social structures, values and ethics, governance and spiritual beliefs/practices.

Potential Elements of the Performance:

- Understand egalitarian, communal and interdependent societies.
- Identify traditional governance and social structures.
- Recognize traditional concepts of wellness including spiritual beliefs/practices, use of medicine, balance and connectedness, and universal relations.
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2. Display knowledge of the concept of Aboriginal worldview.

Potential Elements of the Performance:

- Have a basic understanding of how Aboriginal Peoples see and interpret the world.
- Identify beliefs about life and the universe held by Aboriginal Peoples
- Be familiar with Aboriginal worldview concepts

3. Recognize traditional Aboriginal philosophies to the helping profession.

Potential Elements of the Performance:

- Identify traditional Aboriginal wisdom, values and beliefs
- Have a basic understanding of traditional Aboriginal philosophies
- Become aware of Aboriginal philosophies to the values of the helping profession.

4. Demonstrate a basic understanding of the effects of colonization on Aboriginal Peoples.

Potential Elements of the Performance:

- Discuss colonization, assimilation, acculturation, cultural genocide, internalized oppression and intergenerational trauma.
- Reflect on historical Aboriginal - European relations to present Aboriginal wellbeing.
- Be familiar with Aboriginal cultural identity loss by relating historical impacts to present day oppression

- Recognize how colonization impacts Aboriginal peoples at the individual, family, community, and nation levels.

5. Demonstrate a basic understanding of Aboriginal and government relations throughout history.

Potential Elements of the Performance:

- Become aware of the inherent rights of Aboriginal self-determination and self-government.
- Familiarize oneself with a historical timeline identifying relations between Aboriginal peoples and the government through treaties, policies and practices.
- Have a basic understanding of the Royal Proclamation, treaties, the Indian Act, and the fiduciary responsibility of the government.
- Discuss the differences between First Nations (status/non-status), Metis and Inuit peoples.

III. TOPICS:

1. Pre-contact Aboriginal History
2. Traditional Aboriginal Wellbeing
3. Aboriginal Worldview
4. Aboriginal Philosophies
5. Understanding Colonization of Aboriginal Peoples
6. Oppression of Aboriginal Peoples
7. Cultural Identity Loss
8. Impacts of Colonization
9. Intergenerational Trauma
10. Aboriginal – Government Relations

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

Resources to be provided by professor.

V. EVALUATION PROCESS/GRADING SYSTEM:

Video Reports (2 x 15%)	30%
Tests (2 x 20%)	40%
Teaching Circle In-Class Assignment	20%
Personal Reflection	10%
Total	100%

VIDEO REPORTS: Students will be shown two videos in class with questions to answer based on the material presented in the videos. Details will be provided by professor.

TESTS: There will be two tests, one midway and one at the end of the semester based on assigned readings, in-class lectures and discussions. Tests cannot be rewritten in order to obtain a higher grade. Tests will only be individually rescheduled, at the discretion of the professor, for substantiated reasons for absence on test day. Students requiring rescheduling must make arrangements directly with the professor prior to the start of the test.

TEACHING CIRCLE IN-CLASS ASSIGNMENT: Students will be assigned topics to research, write a report on and present a highlighted summary of the report to the class. Topic areas include residential school, historic trauma, truth and reconciliation findings/recommendations, Aboriginal identity, Aboriginal worldview, social determinants of health, etc. Information presented during the teaching circle will be included on the final test. Details will be provided by professor.

PERSONAL REFLECTIONS: Students will be asked to share in class, and write personal reflections based on content presented throughout the course. This will help students process and critically analyze the information. Details will be provided by professor.

Grade

Definition	Grade Point Equivalent	
A+	90 – 100%	4.00
A	80 – 89%	
B	70 - 79%	3.00
C	60 - 69%	2.00
D	50 – 59%	1.00
F (Fail)	49% and below	0.00

CR (Credit) Credit for diploma requirements has been awarded.
 S Satisfactory achievement in field /clinical placement or non-graded subject area.
 U Unsatisfactory achievement in field/clinical placement or non-graded subject area.

- X A temporary grade limited to situations with extenuating circumstances giving a student additional time to complete the requirements for a course.
- NR Grade not reported to Registrar's office.
- W Student has withdrawn from the course without academic penalty.

If a faculty member determines that a student is at risk of not being successful in their academic pursuits and has exhausted all strategies available to faculty, student contact information may be confidentially provided to Student Services in an effort to offer even more assistance with options for success. Any student wishing to restrict the sharing of such information should make their wishes known to the coordinator or faculty member.

VI. SPECIAL NOTES:

Attendance:

Sault College is committed to student success. There is a direct correlation between academic performance and class attendance; therefore, for the benefit of all its constituents, all students are encouraged to attend all of their scheduled learning and evaluation sessions. This implies arriving on time and remaining for the duration of the scheduled session.

Late Arrival:

Arriving late is disruptive, and interferes with the learning process for others. If late arrival becomes a pattern, students may be asked to respect the learning process and wait to enter until break.

VIII. COURSE OUTLINE ADDENDUM:

Further modifications may be required as needed as the semester progresses based on individual student(s) abilities and agreed upon by the instructor.

CICE Modifications:
Preparation and Participation

1. A Learning Specialist will attend class with the student(s) to assist with inclusion in the class and to take notes.
2. Students will receive support in and outside of the classroom (i.e. tutoring, assistance with homework and assignments, preparation for exams, tests and quizzes.)
3. Study notes will be geared to test content and style which will match with modified learning outcomes.
4. Although the Learning Specialist may not attend all classes with the student(s), support will always be available. When the Learning Specialist does attend classes he/she will remain as inconspicuous as possible.

A. Tests may be modified in the following ways:

1. Tests, which require essay answers, may be modified to short answers.
2. Short answer questions may be changed to multiple choice or the question may be simplified so the answer will reflect a basic understanding.
3. Tests, which use fill in the blank format, may be modified to include a few choices for each question, or a list of choices for all questions. This will allow the student to match or use visual clues.
4. Tests in the T/F or multiple choice format may be modified by rewording or clarifying statements into layman's or simplified terms. Multiple choice questions may have a reduced number of choices.

B. Tests will be written in CICE office with assistance from a Learning Specialist.

The Learning Specialist may:

1. Read the test question to the student.
2. Paraphrase the test question without revealing any key words or definitions.
3. Transcribe the student's verbal answer.
4. Test length may be reduced and time allowed to complete test may be increased.

C. Assignments may be modified in the following ways:

1. Assignments may be modified by reducing the amount of information required while maintaining general concepts.
2. Some assignments may be eliminated depending on the number of assignments required in the particular course.

The Learning Specialist may:

1. Use a question/answer format instead of essay/research format
2. Propose a reduction in the number of references required for an assignment
3. Assist with groups to ensure that student comprehends his/her role within the group
4. Require an extension on due dates due to the fact that some students may require additional time to process information
5. Formally summarize articles and assigned readings to isolate main points for the student
6. Use questioning techniques and paraphrasing to assist in student comprehension of an Assignment

D. Evaluation:

Is reflective of modified learning outcomes.

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